

CHAVIS ELEMENTARY

2811 S. State Hwy 41-51
Hemingway, SC 29554

GRADES K-6 Elementary School

ENROLLMENT 593 Students

PRINCIPAL Betty S. Pinckney 843-558-5605

SUPERINTENDENT Kenneth Gardner, Ed.D. 843-355-5571

BOARD CHAIR Lucille B. Scott 843-382-8303

THE STATE OF SOUTH CAROLINA

ANNUAL SCHOOL REPORT CARD

2004

ABSOLUTE RATING:

GOOD

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
4	14	67	48	3

IMPROVEMENT RATING:

GOOD

The school's Improvement rating was raised one level because of substantial improvement in the achievement of students belonging to historically underachieving groups of students.

ADEQUATE YEARLY PROGRESS:

YES

This school met 21 out of 21 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

FOR MORE INFORMATION, VISIT WEBSITES AT:

WWW.MYSCSCHOOLS.COM

WWW.SCEOC.ORG

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2001	N/A	N/A	N/A
2002	N/A	N/A	N/A
2003	Average	Unsatisfactory	No
2004	Good	Good	Yes

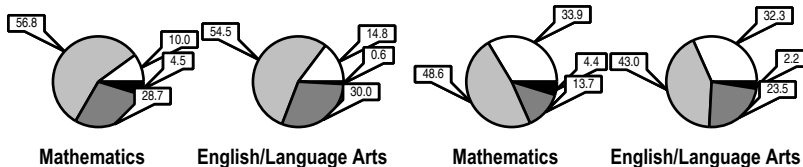
DEFINITIONS OF DISTRICT RATING TERMS

- Excellent - District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

PERCENT OF STUDENT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING

Percent of students tested in 2003-04 whose 2002-03 test scores were located.

76.9%

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)**Our School****Elementary Schools with Students like Ours****Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

NOTE: Science and social studies are to be included in the 2005 school report card.

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
English/Language Arts - State Performance Objective = 17.6%									
All Students	311	100.0	14.8	54.5	30.0	0.6	32.9	Yes	Yes
Gender									
Male	156	100.0	15.4	53.8	30.1	0.6	28.8		
Female	155	100.0	14.3	55.2	29.9	0.6	37.0		
Racial/Ethnic Group									
White	53	100.0	7.7	55.8	32.7	3.8	50.0	Yes	Yes
African-American	251	100.0	15.5	54.6	29.9	0.0	29.5	Yes	Yes
Asian/Pacific Islanders	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	6	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not disabled	232	100.0	19.5	56.3	23.4	0.9	39.4		
Disabled	79	100.0	1.3	49.4	49.4	0.0	13.9	Yes	Yes
Migrant Status									
Migrant	1	I/S	I/S	I/S	I/S	I/S	I/S		
Non-migrant	310	100.0	14.6	54.7	30.1	0.6	33.0		
English Proficiency									
Limited English Proficient	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	310	100.0	14.6	54.7	30.1	0.6	33.0		
Socio-Economic Status									
Subsidized meals	280	100.0	16.1	54.1	29.7	0.0	30.5	Yes	Yes
Full-pay meals	31	100.0	3.2	58.1	32.3	6.5	54.8		

Mathematics - State Performance Objective = 15.5%									
All Students	311	100.0	10.0	56.8	28.7	4.5	42.3	Yes	Yes
Gender									
Male	156	100.0	10.3	57.1	28.2	4.5	41.7		
Female	155	100.0	9.7	56.5	29.2	4.5	42.9		
Racial/Ethnic Group									
White	53	100.0	7.7	44.2	34.6	13.5	53.8	Yes	Yes
African-American	251	100.0	10.8	58.2	28.3	2.8	39.4	Yes	Yes
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	6	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not disabled	232	100.0	10.0	58.4	26.4	5.2	51.5		
Disabled	79	100.0	10.1	51.9	35.4	2.5	15.2	Yes	Yes
Migrant Status									
Migrant	1	I/S	I/S	I/S	I/S	I/S	I/S		
Non-migrant	310	100.0	10.0	56.6	28.8	4.5	42.4		
English Proficiency									
Limited English Proficient	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	310	100.0	10.0	56.6	28.8	4.5	42.4		
Socio-Economic Status									
Subsidized meals	280	100.0	10.0	59.5	26.2	4.3	40.1	Yes	Yes
Full-pay meals	31	100.0	9.7	32.3	51.6	6.5	61.3		

DEFINITION OF ADEQUATE YEARLY PROGRESS

As required by the United States Department of Education, adequate yearly progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

PACT PERFORMANCE BY GRADE LEVEL

		<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
English/Language Arts								
2003	Grade 3	106	100.0	21.6	53.9	23.5	1.0	24.5
	Grade 4	70	100.0	24.6	69.6	5.8	N/A	5.8
	Grade 5	88	100.0	33.3	57.1	9.5	N/A	9.5
	Grade 6	88	100.0	50.0	38.1	11.9	N/A	11.9
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2004	Grade 3	76	100.0	3.9	57.9	36.8	1.3	38.2
	Grade 4	92	100.0	10.9	72.8	15.2	1.1	16.3
	Grade 5	68	100.0	19.4	74.6	6.0	N/A	6.0
	Grade 6	75	100.0	26.7	61.3	12.0	N/A	12.0
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics								
2003	Grade 3	106	100.0	19.6	54.9	20.6	4.9	25.5
	Grade 4	70	100.0	11.6	71.0	11.6	5.8	17.4
	Grade 5	88	100.0	13.1	65.5	19.0	2.4	21.4
	Grade 6	88	100.0	35.7	45.2	13.1	6.0	19.0
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2004	Grade 3	76	100.0	5.3	64.5	28.9	1.3	30.3
	Grade 4	92	100.0	13.0	66.3	15.2	5.4	20.7
	Grade 5	68	100.0	13.4	68.7	16.4	1.5	17.9
	Grade 6	75	100.0	8.0	64.0	21.3	6.7	28.0
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 593)				
First graders who attended full-day kindergarten	96.1%	N/C	100.0%	100.0%
Retention rate	5.4%	Down from 8.7%	3.6%	2.7%
Attendance rate	99.4%	Up from 95.7%	96.3%	96.4%
Students with disabilities other than speech taking PACT (ELA) off grade level	22.5%		6.6%	4.6%
Students with disabilities other than speech taking PACT (Math) off grade level	20.9%		5.3%	3.5%
Eligible for gifted and talented	7.4%	Up from 6.1%	5.4%	13.5%
On academic plans	N/AV	N/AV	N/A	N/AV
On academic probation	N/AV	N/AV	N/A	N/AV
With disabilities other than speech	14.9%	Up from 14.0%	8.0%	8.2%
Older than usual for grade	1.5%	Down from 2.3%	2.3%	0.9%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	No change	0.0%	0.0%

Teachers (n= 35)				
Teachers with advanced degrees	42.9%	Up from 40.5%	49.5%	51.4%
Continuing contract teachers	91.4%	Up from 83.8%	81.8%	87.5%
Highly qualified teachers**	100.0%	N/A	92.9%	95.0%
Teachers with emergency or provisional certificates	10.0%		3.1%	0.0%
Teachers returning from previous year	71.2%	Up from 68.2%	83.3%	86.7%
Teacher attendance rate	90.4%	Down from 92.5%	94.7%	94.9%
Average teacher salary	\$37,381	Down 0.2%	\$39,933	\$40,760
Prof. development days/teacher	11.2 days	Up from 5.0 days	13.4 days	12.4 days

School				
Principal's years at school	2.0	Down from 8.0	4.0	4.0
Student-teacher ratio in core subjects	22.2 to 1	Up from 16.1 to 1	17.3 to 1	18.9 to 1
Prime instructional time	89.1%	Up from 87.1%	89.0%	90.0%
Dollars spent per pupil*	\$4,904	Down 7.6%	\$6,817	\$6,044
Percent of expenditures for teacher salaries*	66.5%	Up from 65.0%	63.9%	65.9%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	99.0%	Up from 83.3%	99.0%	99.0%
SACS accreditation	Yes	No change	Yes	Yes
Character development program	Good	N/A	Good	Good

* Prior year audited financial data are reported.

	Our District	State
Highly qualified teachers in low poverty schools**	N/A	92.0%
Highly qualified teachers in high poverty schools**	94.8%	91.1%
	State Objective	Met State Objective
Highly qualified teachers in this school**	65.0%	Yes
Student attendance in this school	95.3%	Yes

**NOTE: The verification process was not completed for the year reported; therefore the count of highly qualified teachers may not be accurate.

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

Located in eastern Williamsburg County, Chavis Elementary School educates approximately 600 students in grades 4K through 6. Having completed two years of operation, Chavis Elementary has had a successful merger; we have adopted the motto "One School, One Mission" as we strive to educate our children.

The mission of Chavis Elementary School is to prepare students for the responsibilities of good citizenship and lifelong learning while striving for academic excellence. We will accomplish this by providing an innovative curriculum, relevant resources and a competent staff. The expectation at Chavis Elementary School is that every child will attain his/her highest level of achievement. All students will be provided a safe and nurturing environment that promotes respect for self and others and enhances self-esteem, worth, dignity and self-discipline.

Students, parents, teachers, and community members will be actively involved in the learning process, with technology as an integral part of the academic experience.

Betty S. Pinckney
Principal

Rebecca McLean
School Improvement Chairperson

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students*	Parents*
Number of surveys returned	37	82	76
Percent satisfied with learning environment	91.9%	96.3%	81.3%
Percent satisfied with social and physical environment	91.9%	86.3%	72.6%
Percent satisfied with home-school relations	59.5%	93.7%	77.0%

*Only students at the highest elementary school grade level at this school and their parents were included.